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ABSTRACT

This document contains the agenda for an Administrator's Workshop given by the College-Level Examination Program (CLEP) of the College Board. Included are an update on CLEP activities, a section on reaching out to faculty, and a section on reaching out to adult students. Covered in the update on CLEP activities are results of 1984 workshop surveys on: (1) new test titles; (2) local microcomputer scoring of CLEP examinations; (3) dates for the General Examination in English Composition with Essay; and (4) proposed change in the score scale for CLEP Subject Examinations. A report on test development includes a discussion of the CLEP Technical Manual, a table of five-year plans for redeveloping examinations, and a description of the Test Information Guides. Guidelines for grading the optional free-response section of the College Composition Examination are provided. Outreach to faculty involves providing information through a series of seminars described here through a review of the agenda. Reaching out to adult students includes a business campaign, a program for companies employing potential students, and a description of the availability of College Board assistance. Addresses for regional offices are included. (LMO)

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CLEP® Fall 1985 College Administrators' Workshop

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CLEP Fall 1985

College Administrators' Workshop

WORKSHOP AGENDA

9:00 - 9:15	Introduction to the Workshop
9:15 - 10:00	Update on CLEP
10:00 - 10:30	Reaching Out to Faculty
10:30 - 10:45	Break
10:45 - 12:00	Reaching Out to Adult Students

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CLEP® Fall 1985 College Administrators' Workshop

RESULTS OF 1984 WORKSHOP SURVEYS

- New test titles
- Local microcomputer scoring of CLEP examinations
- Dates for the General Examination in English Composition with Essay
- Proposed change in the score scale for CLEP Subject Examinations

UPDATE ON CLEP

RESULTS OF 1984 WORKSHOP SURVEYS

During each workshop of the CLEP Fall 1984 series of College Administrators' Workshops, the participants were asked to complete the appropriate section of a survey that had been distributed to them as part of the workshop materials.

The results of the surveys completed by workshop attendees provide the College Board with a representative sample of responses to the questions.

The surveys were designed to elicit responses concerning the following issues:

- New test titles
- Use of on-site microcomputers for CLEP local scoring
- Dates for the General Examination in English Composition with Essay
- Change in the score scales for CLEP Subject Examinations

General results for each of the four surveys follow.

Introduction

In the fall of 1984 the CLEP regional representatives conducted 52 workshops for college administrators. The purpose of these workshops was to provide participants with an overview of the College-Level Examination Program and a description of new developments. Specific new developments covered were:

- Requirements and procedures for adding new CLEP titles
- Local computer scoring of CLEP examinations using a microcomputer system
- Possible modification of the schedule for the General Examination in English Composition with Essay
- Possible changes in the score scales for CLEP Subject Examinations.

There were 860 participants representing 492 institutions; they included deans, registrars, counselors, test center directors, and faculty members. Approximately 40 percent of these participants responded to questionnaire surveys designed to obtain reactions to the proposed program developments listed above. The remainder of this section presents a brief description of each development and the attitudes of survey respondents toward that development.

Addition of New CLEP Test Titles

CLEP currently plans to review, and renew as appropriate, all of the examinations currently offered in the national testing program. This review will be conducted over the next five years. At the same time program staff are interested in identifying any new test topics that might be added. As a result, survey participants were asked to respond to a series of questions regarding the addition of new titles. These questions included:

- The need for new test titles with specific recommendations
- The level of student interest in recommended titles
- The level of faculty interest in recommended titles and their willingness to grant credit
- The potential competition of suggested titles with other, similar test programs

- The willingness of the respondents and their institutions to assist further in determining the appropriateness of the suggested titles.

Responses to this section of the survey were extremely positive. The results showed that 60 percent of the respondents saw a need for the development of CLEP tests in new subject areas; the two topics mentioned most frequently were mathematics and computer science. In computer science, specific languages such as Cobol, Pascal, and Basic were suggested. Other topics mentioned with some frequency included philosophy, business administration, and foreign languages. Most felt that students would be interested in new tests (78 percent), that CLEP would be competitive with other examinations (90 percent), and that faculty would grant credit using the new titles. Eighty-five (85) percent indicated that they would be willing to provide CLEP with further assistance in determining the appropriateness of administering a new Subject Examination at their institution.

Local Computer Scoring of CLEP Examinations

CLEP has the capability of providing floppy disks for use in several of the more widely available microcomputers that would allow institutions to score CLEP examinations locally and obtain results instantaneously. Two different approaches have been proposed. In the first approach, students would sit at the computer, key answers to the questions posed in the test booklet into the computer, be able to return to questions answered earlier (or skipped) to change answers to them (to answer them) and, finally, upon the completion of the allotted time for the test, key a command into the computer that would produce the scaled score on the examination. In the

second approach, rather than the students sitting at the terminals and keying their answers into them, they would record their answers on answer sheets or specially developed forms. The answer sheets or special forms would be collected at the end of a given administration and then the answers keyed into the computer by a clerk. The clerk would then be able to obtain scaled scores for each student in a relatively short amount of time.

When a group of students is tested, each approach would provide rosters with the students' names and their scores, a distribution of scores for the group, and an analysis of the students' responses to the various items on the test.

The survey included seven questions concerning the applicability and usefulness of microcomputer scoring for institutions using the College-Level Examination Program. Three-quarters (75 percent) of the respondents indicated an interest in the concept of a computer-based scoring system, and 82 percent said that their institutions had the necessary hardware available; the most frequently mentioned microcomputers were Apple (34 percent), IBM PC (27 percent), and Radio Shack (14 percent). A high percentage of respondents were positive about the usefulness of the proposed system. Specifically:

- Sixty-one (61) percent were willing to participate in a pilot study
- Seventy-eight (78) percent felt that such a system would work effectively at their institution
- Seventy-six (76) percent indicated that such a system would improve the institution's ability to participate in institutional testing
- Seventy-seven (77) percent felt that the system also would benefit the national testing program even though answer sheets would still have to be returned to Educational Testing Service (ETS) for scoring.

Review Schedules for the General Examination in English Composition with Essay

CLEP is evaluating a change in the months in which the General Examination in English Composition with Essay is offered. The current schedule is January, April, June, and October. The months selected most frequently by survey participants were January, April, June, and November, indicating only a slight shift from existing practice.

Changes in Score Scales for CLEP Subject Examinations

CLEP is considering the possibility of using the American Council on Education (ACE) recommendation as the credit-granting score for all Subject Examinations. A description of the proposed change follows:

> ACE's philosophy of recommending that credit for a particular examination be granted based on a score equal to the mean score obtained by students in the norming group who earned a final grade of C in the corresponding course remains unchanged. What would change is the score that would correspond to the mean C grade. Those cutoff scores currently indicated by ACE in its list of recommended credit-granting scores would have to be modified slightly. For example, the current ACE-recommended credit-granting score for the English Literature Examination is 46. When new forms of the examination are developed and introduced into the program in 1986, the ACE-recommended score would shift to 50, and institutional policies, if they follow the ACE recommendation, would have to shift. On the other hand, instead of having to indicate a different cutoff score for each Subject Examination, institutions could list one score (50) for all Subject Examinations.

Participants were asked the following questions:

- Do you recommend that CLEP adopt the ACE recommendation? - 88 percent answered positively
- Would problems be caused at your institution if the ACE recommendation were adopted? - 96 percent answered that no difficulties would result
- Do you feel that using the ACE recommendation would have some more advantages? - 82 percent answered positively.

Some representative comments as to advantages and disadvantages are presented below. The most frequently stated advantage was that using the ACE recommendation would standardize test results and simplify data handling and score reporting. Specifically, the data would be easier for deans, administrators, academic advisors, and students to comprehend. Additionally, several respondents suggested that consistency across institutions is an important goal.

Two disadvantages to using the ACE recommendation for credit granting were identified. First, in many institutions, faculty have established their own credit-granting scores, and these scores are significantly higher than those currently recommended by ACE. Second, it would be time-consuming and difficult to convince faculty and administrators to change a CLEP policy with which they are satisfied.

Summary

In general, workshop attendees who responded to the questionnaires indicated positive attitudes toward the new developments proposed for CLEP. Several respondents suggested new titles and appeared willing to participate in future efforts to determine the feasibility of developing these titles. In addition, local scoring by microcomputer and use of the ACE recommendation for granting credit were favorably received by a majority of survey respondents.

TEST DEVELOPMENT

- At the core of the CLEP Technical Manual are the Test Information Guides for each General and Subject Examination in the national testing program
- Revised Test Information Guides will be printed and distributed shortly after the standardizing administrations conclude
- Eight revised Test Information Guides for Wave I CLEP test development will be issued in the fall of 1985

TEST DEVELOPMENT

Table I on the following page indicates the plan presented at last year's workshops for redeveloping over a five-year period the 35 examinations available through national testing.

Test development work on all examinations in Group I, except English Literature, will continue to completion as planned. English Literature has been delayed for one year. In Group II, work on the French Examination has been postponed temporarily; work on all the other examinations in Group II will continue as planned. Finally, in Group III, work on the Natural Sciences General Examination, the Mathematics General Examination, the Subject Examination in Educational Psychology, and the Subject Examination in Computers and Data Processing has been temporarily postponed; work will continue on the development of the Analysis and Interpretation of Literature Examination and on the German Examination.

For those tests for which work has been postponed, the program hopes to be able to resume test development within the next year or two. The examinations for which work has been postponed are asterisked in Table I.

The CLEP Technical Manual was introduced at last year's series of workshops. It is quite possible that some of you in attendance today were also present at one of last year's workshops and received your complimentary copy firsthand. If this is the case, your reactions to and use of the Technical Manual during the intervening period would be appreciated at sometime during this session. By way of review, the Technical Manual is

TABLE 1

Title	Review/Beginning of Redevelopment Work	Norming/Scaling/ Equating Administration	Introduction in the Program
	Group I		
English Literature†	Summer 1983	Spring 1985	Fall 1985
College Spanish	Summer 1983	Spring 1985	Fall 1985
Introductory Accounting	Summer 1983	Spring 1985	Fall 1985
College Composition	Summer 1983	Spring 1985	Fall 1985
Human Growth & Development	Summer 1983	Spring 1985	Fall 1985
American Government	Summer 1983	Spring 1985	Fall 1985
Western Civilization I	Summer 1983	Fall-Winter 1984	Fall 1985
Western Civilization II	Summer 1983	Spring 1985	Fall 1985
American Literature	Summer 1983	Fall '84-Spring 1985	Fall 1985
	Group II		
College French*	Summer 1984	Spring 1986*	Fall 1986*
General Biology	Summer 1984	Spring 1986**	Fall 1986
General Exam in English Composition	Summer 1984	Spring 1986***	Fall 1986
General Exam in English Composition with Essay	Summer 1984	Spring 1986***	Fall 1986
General Exam in Humanities	Summer 1984	Spring 1986***	Fall 1986
Calculus with Elementary Functions	Summer 1984	Spring 1986**	Fall 1986
General Chemistry	Summer 1984	Spring 1986**	Fall 1986
	Group III		
College German	Summer 1985	Spring 1987**	Fall 1987
Educational Psychology*	Summer 1985*	Spring 1987*	Fall 1987*
General Exam in Mathematics*	Summer 1985*	Spring 1987*	Fall 1987*
General Exam in Natural Sciences*	Summer 1985*	Spring 1987*	Fall 1987*
Computers and Data Processing*	Summer 1985*	Spring 1987*	Fall 1987*
Analysis and Interpretation of Literature	Summer 1985	Spring 1987	Fall 1987
	Group IV		
Introduction to Management	Summer 1986	Spring 1988	Fall 1988
Introduction to Business Law	Summer 1986	Spring 1988	Fall 1988
College Algebra	Summer 1986	Spring 1988	Fall 1988
College Algebra-Trigonometry	Summer 1986	Spring 1988	Fall 1988
Trigonometry	Summer 1986	Spring 1988	Fall 1988
General Psychology	Summer 1986	Spring 1988	Fall 1988
	Group V		
Freshman English	Summer 1987	Spring 1989	Fall 1989
Introductory Macroeconomics	Summer 1987	Spring 1989	Fall 1989
Introductory Microeconomics	Summer 1987	Spring 1989	Fall 1989
American History I	Summer 1987	Winter 1988	Fall 1989
American History II	Summer 1987	Spring 1989	Fall 1989
Introductory Marketing	Summer 1987	Spring 1989	Fall 1989
Introductory Sociology	Summer 1987	Spring 1989	Fall 1989

†Delayed one year.

*Activity postponed.

**Administration to college students will not be necessary and will not be done before introduction of refurbished forms.

***To be equated using regular CLEP candidates rather than college students completing courses.

divided into two sections. The first contains general information about the College-Level Examination Program: a history of the program, a review of CLEP test development procedures, and a list of available examinations; a description of statistical procedures used in the program; and recommendations from external agencies such as the American Council on Education (ACE) concerning cutoff scores that may be used by institutions having a CLEP policy.

The second part of the Technical Manual consists of a separate set of pages (called Test Information Guides) containing specific information for each examination included in the national testing program. Each Test Information Guide contains: a detailed description of the content specifications for the examination; a listing of names and institutional affiliations of the college faculty members who served on the test development committee; sample questions; normative data for the examination; and technical data (such as reliability, speededness, and item difficulty).

Because the Test Information Guide for each examination provides much more information than is available from an inspection copy of the exam, its primary purpose is to assist college and university faculty in making a better informed decision regarding the use of the CLEP examination at their institution.

Since the relationship between the test specifications for the to-be-developed forms (set as a result of reviewing the curriculum surveys) and the test specifications for the existing form(s) of the eight tests in Group I (see the next page for a list of the tests in Group I) correlate so

highly, each revised examination will be equated to the most recent form of that examination. The fact that the tests can be equated allows a smooth transition from the existing to the newly developed forms as the same cutoff scores may still be used.

Each time a CLEP examination in the national testing program is revised or developed anew, the Test Information Guide for that Subject Examination will be updated or a new one created.

With the first wave of redevelopment activity well underway, revised Test Information Guides for the following test titles will be published and nationally distributed to make certain that all CLEP material in the Technical Manual is current. The CLEP Subject Examinations for which revised Test Information Guides are being prepared are:

- College Spanish
- Introductory Accounting
- College Composition
- Human Growth and Development
- American Government
- Western Civilization I and II
- American Literature

To illustrate the significant changes planned for each Test Information Guide, the American Government revised Test Information Guide (contained in the folder) identifies modifications in at least five major areas:

- The faculty test development committee for the revised American Government Examination has been identified
- The committee chair for the American Government faculty test development group has been identified
- Significant changes in content specifications for the American Government Examination have been noted

- Statistical tables prepared for the American Government Examination have been revised to reflect the data provided by the most recent standardizing administration

- A list of all institutions that participated in the American Government standardizing administration has been incorporated in the Test Information Guide.

GUIDE TO THE EVALUATION OF THE FREE-RESPONSE SECTION OF THE COLLEGE COMPOSITION EXAMINATION

- Guidelines for grading the optional free-response section of the College Composition Examination contain the following information:
  - holistic scoring process
  - recommended grading scale
  - sample graded essays
  - procedures for grading
  - validating the grading
  - combining score on the free-response section with score on the objective portion of the test

GUIDE TO THE EVALUATION OF THE FREE-RESPONSE SECTION OF THE COLLEGE COMPOSITION EXAMINATION

Several institutions have asked the College-Level Examination Program to provide assistance to faculty on their campuses in reviewing the optional free-response section of the College Composition Examination and in combining the evaluation of the free-response section with the objective score on the examination.

Guidelines have been prepared by the College-Level Examination Program in response to this request. The guidelines provide the following:

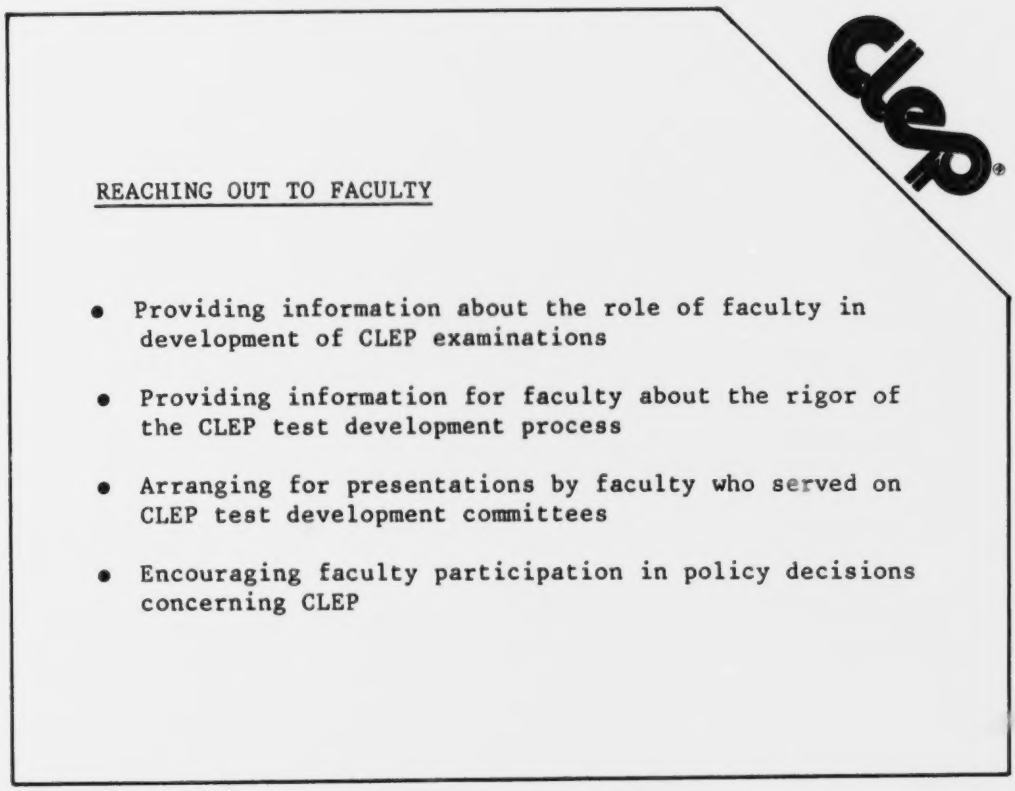
(1) A general description of the holistic scoring process.

(2) A review of the steps involved in the process:

- appointing a chief reader (or faculty designate) for reading the optional free-response section
- establishing by the chief reader (or faculty member designated to supervise the reading of the essays) a grading scale for the free-response section, and selecting sample essays of varying quality upon which to establish grading standards
- conducting the reading
- checking by the chief reader on grades being assigned by the readers (or faculty designated to read the essays) to ensure the grading standards agreed upon in the review of the sample cases are being maintained.

(3) The presentation of actual essays, with the grades assigned to them by College-Level Examination Program reviewers, and an explanation for the grades that were assigned.

(4) Suggestions about how to use the score on the free-response section in conjunction with the score on the objective part of the test.


CLEP
REACHING OUT TO FACULTY
• Providing information about the role of faculty in development of CLEP examinations
• Providing information for faculty about the rigor of the CLEP test development process
• Arranging for presentations by faculty who served on CLEP test development committees
• Encouraging faculty participation in policy decisions concerning CLEP

REACHING OUT TO FACULTY

INTRODUCTION

Some faculty have resisted CLEP in the past. A large part of that resistance has been due to the lack of knowledge about CLEP examinations.

A series of seminars designed to eliminate this knowledge gap, conducted by faculty members who serve on test development committees for various CLEP examinations, will be conducted for other faculty members at colleges and universities in disciplines corresponding to those in which tests were developed. These seminars are scheduled to begin in the spring of 1986.

The purpose of these seminars is to meet the information needs of faculty about the process used to develop CLEP examinations and about the role played by faculty in this process.

The seminars should fulfill faculty members' needs, while at the same time affording the opportunity to provide more information to them about CLEP examinations. In terms of fulfilling faculty needs, the seminars will:

- Report to faculty members on the results of the curriculum surveys that were conducted in colleges across the country as part of the process of developing new content specifications for the new forms of the examinations
- Present an up-to-date overview of what is being taught, on a national basis, in each discipline
- Provide information collected, in conjunction with the survey, about textbooks and other learning resources used in college courses
- Discuss the issues that arose during the establishment of the content specifications for the new forms of the examinations--issues that should be of general interest to those involved in the discipline.

The seminar is intended to explain to the faculty that CLEP examinations reflect current national content in college-level courses. Expressed another way, CLEP examinations represent the cutting edge of testing for knowledge of material in the corresponding college courses.

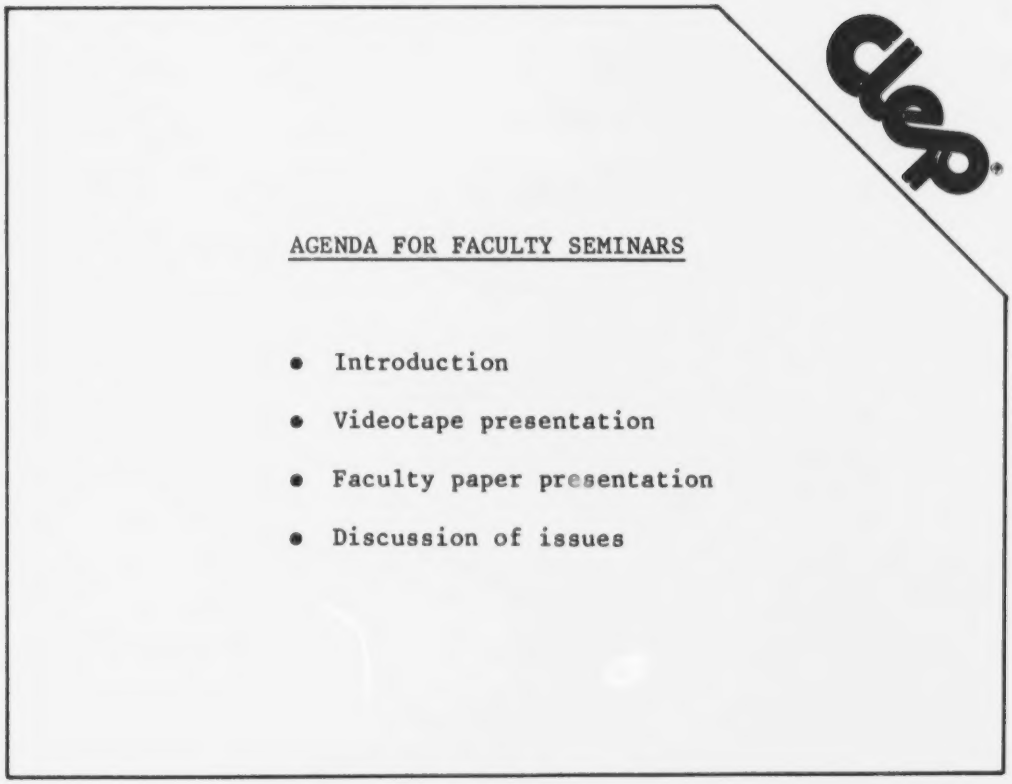
By reviewing the process used to develop examinations, the seminars will focus on the concept of credit by examination. The discussion should reassure faculty members of the care and thoroughness with which CLEP examinations are developed:

- The appointment of faculty test development committees
- National curriculum surveys
- Revision of content specifications based on the surveys
- Writing and reviewing of items by college faculty in the discipline
- Testing of items on actual college students
- Establishment of national norms
- Publishing of technical data such as reliability and standard error of measurement for the examinations.

In addition to explaining CLEP procedures, the seminars also should assist faculty members in reviewing their <u>own</u> procedures for writing examinations and administering them to their students. And they should help you encourage faculty to participate in decisions concerning credit-by-examination policy and thus ensure that the policy is soundly anchored in the institution.

FACULTY SEMINARS

- Sponsored by the College Board during the fall and spring of the 1985-86 academic year
- Colleges and universities will host the seminars
- Arrangements made through the College Board Regional Offices


CLEP
AGENDA FOR FACULTY SEMINARS
• Introduction
• Videotape presentation
• Faculty paper presentation
• Discussion of issues

REVIEW OF AGENDA FOR FACULTY SEMINARS

During the fall and spring of the 1985-86 school year the College Board will launch a series of faculty seminars hosted by colleges and universities in all the College Board regions. Those institutions that have identified themselves as willing to act as hosts for a single faculty seminar or perhaps a series of seminars will be contacted by the College Board CLEP regional representative. Arrangements and procedures for conducting the seminar(s) will be initially discussed at that time.

The purpose of each of the faculty seminars will be to demonstrate how the CLEP test development process reflects current issues and content in the corresponding subject area disciplines.

While the test subject content as well as the faculty presenter for each faculty seminar may differ, the agenda will basically remain the same. The agenda for the seminars is provided on the following pages.

Agenda (Tentative) for Faculty Seminars

A. Introduction (20 minutes)

- Brief review of credit by examination
  - history of CLEP
  - institutional use of "challenge" tests
- The student as an individual learner
  - students have different learning rates
  - learning outside of the school environment
- Meeting needs of a diversified student population
  - institutions should offer a comprehensive program
  - credit for acquired knowledge is one way to attract the returning student
- Role of faculty
  - completing survey
  - serving on test development committee
  - writing items for inclusion in new test
  - participating in standardizing administrations
- College Board/Educational Testing Service relationship
  - The College Board is a nonprofit membership organization
  - Provides programs and services in the following areas:
    - college admission
    - financial aid
    - credit by examination
    - guidance
  - ETS is contracted by the College Board to do the following:
    - develop tests
    - score and report results of tests

- conduct research and produce publications
- provide technical assistance

B. Videotape Presentation (20 minutes)

- Introduction - faculty presenter
  - discussion of test development process referred to in videotape
    - a single examination may take up to two years to develop; it requires the input of hundreds of faculty from across the nation, as well as of ETS specialists and College Board staff; a test development committee, composed of faculty with specific subject expertise, chaired by a uniquely qualified faculty member, carefully guides the test development process.
  - review of the CLEP test development process as depicted by the videotape.

C. Presentation of Faculty Paper (50 minutes)

- Preparation of paper
  - each of the CLEP test development committee chairs has been asked to develop a paper for use at the faculty seminars that describes the test development process and experiences shared by his or her committee.
- Purpose of paper
  - the purpose of the paper is the inform faculty in a specific content discipline about the corresponding CLEP test as an evaluation instrument, about the faculty role in the test development process, and about the content of the test.
- Faculty paper presentation (suggested content)
  - significance of curriculum survey
  - discussion of item types and how they were selected
  - general reference to knowledge and skills measured by the test
  - the role of the faculty committee in the test development process from the time of its initial appointment through the completion of item writing assignments; the representativeness of the faculty committee with regard to geography, institution type, etc.

- final test specifications for the new form, including all issues and concerns raised by the test development committee and their resolution.

- the item writing process, including a description of item types contained in the final form.

- other stages of the test development process:

  - ETS reviews

  - faculty committee review

  - pretesting (if appropriate)

  - final form

- Issues such as the benefits of an external evaluation instrument for exemption and for the recognition of academic excellence, and the CLEP examination as a national mirror for instructional content.

D. Discussion of Issues (30 minutes)

- the videotape

- the faculty paper presentation

- the concept of credit by examination

DETERMINATION OF INTEREST IN HOSTING SEMINARS

- May host one seminar for one CLEP examination (academic discipline) only
- May host a series of seminars for several CLEP examinations (several academic disciplines)
- May host seminars for institution's own faculty only
- May host seminars for institution's own faculty and for faculty members from other institutions
- Host institution makes local arrangements for the seminars

DETERMINATION OF INTEREST IN HOSTING SEMINARS

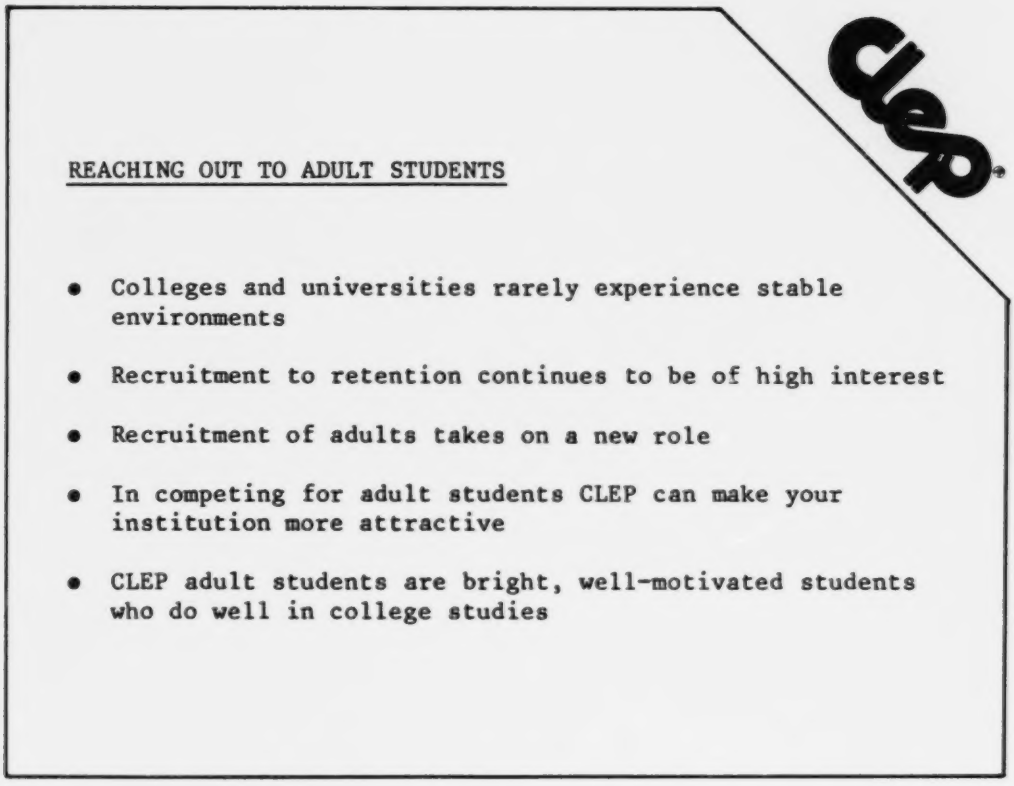
If you think your institution would be interested in serving as a host institution for one of the faculty seminars, please complete the form enclosed with your workshop materials and leave it with the workshop leader at the end of the workshop.

The College-Level Examination Program is, of course, interested in having as many institutions as possible volunteer to host seminars. We believe that the information provided by test development committee members to faculty on the various campuses that host the seminars will prove valuable.

Colleges that do host workshops will be expected to issue invitations to their own faculty and, if they are inclined, to faculty at other colleges in the nearby area. Seminars may consist of a review of only one test or discipline (for example, American Government), or a series of seminars may be held for faculty in various disciplines for which CLEP examinations have been developed.

Colleges agreeing to host the local seminars are also asked, with assistance from the College Board regional office, to make local arrangements for rooms, availability of overhead projectors for transparencies, coffee breaks, etc.

The enclosed brochure describes the faculty seminars in more detail. It can be shared with other college administrators at your institution before a final decision is made about hosting a seminar.


CLEP
REACHING OUT TO ADULT STUDENTS
• Colleges and universities rarely experience stable environments
• Recruitment to retention continues to be of high interest
• Recruitment of adults takes on a new role
• In competing for adult students CLEP can make your institution more attractive
• CLEP adult students are bright, well-motivated students who do well in college studies

REACHING OUT TO ADULT STUDENTS

INTRODUCTION

During the series of college administrators' workshops held in the fall of 1984 the topic "Recruitment to Retention" was introduced; feedback to the presenters of those workshops indicated high attendee interest. Approximately one year later, with enrollment figures continuing to reflect a downward trend and with colleges and universities taking up the challenge by expending more effort on recruiting, it seems desirable to review the materials used in the 1984 presentation.

Booms, Shifts, Declines, and Controlling Enrollments

- Stable environments are rarely experienced by institutions, corporations, etc.; however, the operating style for those same institutions and corporations does not necessarily reflect the changing environment.

- The unparalleled windfall in enrollments experienced in the 1960s and 1970s is now over and, of course, was predictable. However, colleges operated as if there were no end to the flow of students.

- Competition for the more able secondary school graduate from two sectors, the military and business/industry, will reduce even further the available pool of potential college students.

Emerging New Perspectives of the Enrollment Process

- The recruitment process has become much more intensive. Admission offices no longer perform only traditional functions of application processing and selection.

- The issue of retention becomes a serious concern if only because it makes considerably more fiscal sense to keep tuition-paying students on campus than to incur the costs associated with recruiting their replacements.

- Active and integrated planning, evaluation, and research efforts are essential to the success of each component of the enrollment process.

The Team Approach: Integrating Credit by Examination within the Enrollment Process

- Institutions are now faced with the need to compete for fewer potential applicants. The college may choose to go after numbers in order to fill classes (not a satisfactory long-term model) or attempt to attract the well-qualified students who are much more likely to stay through graduation.

- The institution that awards credit and/or placement for demonstrated performance on comprehensive college-level examinations has an edge in recruiting the more able students and the returning adult.

- Follow-up studies reveal that CLEP students usually take more courses each semester and graduate with more credit hours than students who did not take advantage of credit by examination.

Characteristics of the Adult Student--Hoffman Study of Adults Who Have Participated in the College-Level Examination Program

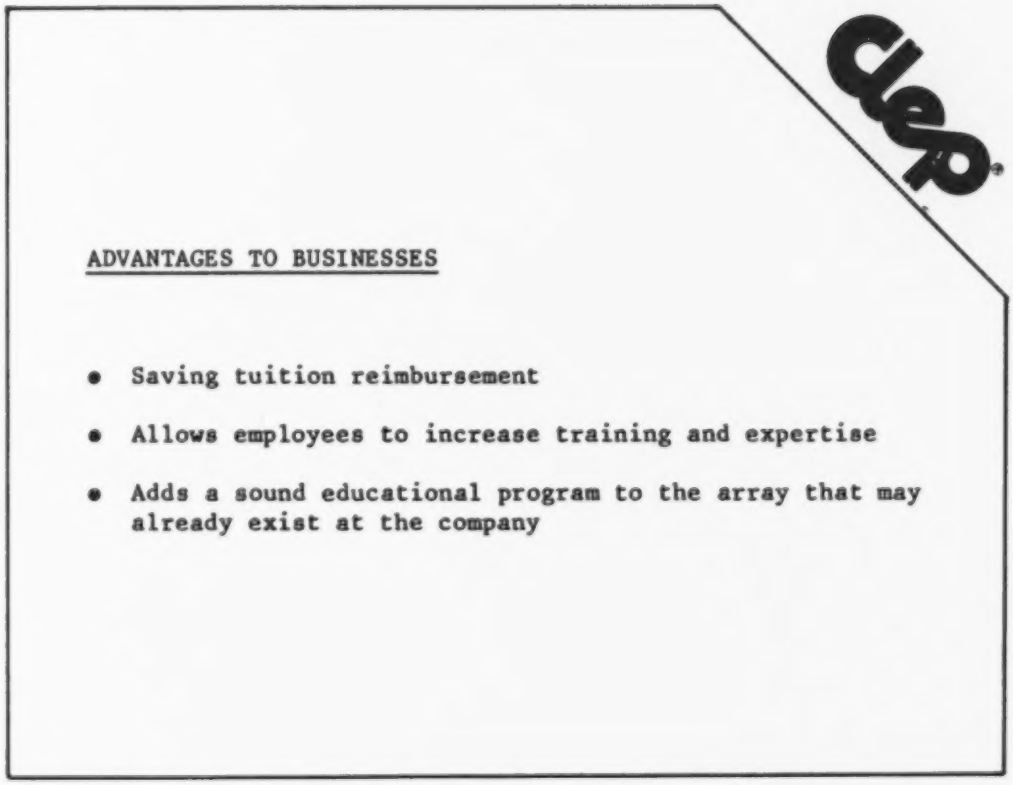
- In 1980 a study to determine the characteristics of adult students who had participated in CLEP was undertaken by Hugh Hoffman.

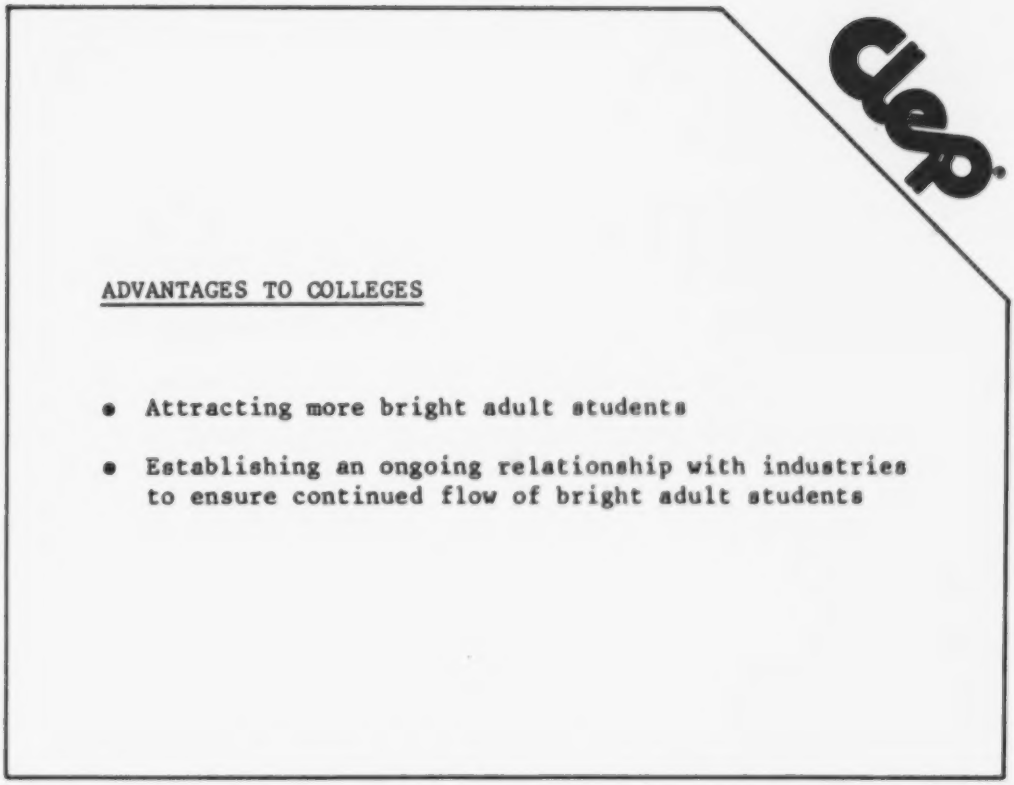
- The data collection technique involved making telephone calls to 100 CLEP candidates who were 25 years of age or older. The telephone calls were made by the Princeton Research Group and used a predetermined format.

- Primary findings of the study included:
  - CLEP was taken to save time and money
  - 50 percent of respondents belonged to a community club or organization
  - most had participated in educational programs offered in their communities
  - most were currently enrolled in a college program
  - most were spending 16 or more hours per week pursuing educational activities
  - leadership positions in clubs and organizations had been sought by most respondents
  - most respondents were married, were between 26 and 35 years old, lived in a suburban area, and had children; average income was over $25,000.

REACHING OUT TO ADULT STUDENTS: BUSINESS CAMPAIGN

- Declining number of high school graduates
- Increased recruiting efforts, particularly for adult students
- The College Board and CLEP have devised special programs to assist colleges in enrolling adult students
- Project is based on a partnership between CLEP colleges and businesses and industries


CLEP
ADVANTAGES TO BUSINESSES
• Saving tuition reimbursement
• Allows employees to increase training and expertise
• Adds a sound educational program to the array that may already exist at the company


clep
ADVANTAGES TO COLLEGES
• Attracting more bright adult students
• Establishing an ongoing relationship with industries to ensure continued flow of bright adult students

BUSINESS CAMPAIGN

With a declining number of high school graduates expected from now until 1990, colleges have been intensifying their recruiting efforts in order to fill spaces in their incoming classes.

The College Board, and the College-Level Examination Program specifically, can offer colleges assistance with their recruiting effort. In fact, CLEP has recently embarked on a special project based on a partnership of businesses and colleges. In six cities, colleges that have CLEP policies have been identified, as have businesses and industries that are interested in the continuing education of their employees and that have programs of tuition reimbursement for them.

With College Board assistance, colleges are getting in touch with businesses and industries in their areas to inform them about the opportunities available to the businesses' employees through CLEP.

Sample letters that colleges can use to contact businesses as well as a sample fact sheet describing the College-Level Examination Program are enclosed with these workshop materials. The primary purpose of this initial contact with the businesses is to convince them that a situation that can be mutually beneficial exists: colleges can attract and enroll more adult students to offset the declining numbers of high school graduates; businesses and industries can offer an educational service that will save employees time, will prepare employees for advancement, and will save the company money in tuition reimbursements.

A list of companies in the United States with tuition reimbursement policies is available in the following publication: Corporate Tuition Aid Programs (A Directory of College Financial Aid for Employees at America's Largest Corporations). The publication is authored by Joseph P. O'Neill, and is available from Conference University Press, P.O. Box 244, Princeton, New Jersey 08542. The price is $12.95.

After mailing letters to the businesses, colleges should follow up in a week or so with telephone calls. The purpose of the calls is to arrange a meeting at the business or industry so that the college can explain the College-Level Examination Program and its benefits to the company. Hopefully, the college will have the opportunity to speak not only to those responsible for educational benefits or training of employees but also to employees directly.

(Letter to companies that offer tuition assistance.)

Dear _____:

We are writing to you as (title of corporate contact) to tell you about the College-Level Examination Program (CLEP)--a program that can help save your company money in tuition costs and that offers your employees an expedient way of completing their college credit requirements.

CLEP, a testing program created by the College Board and Educational Testing Service, is a series of examinations designed to test students' mastery of selected college-level course materials in a variety of subjects. For qualified students, CLEP provides an opportunity to earn college credit without taking time-consuming, expensive, and (because they already know the material) potentially unchallenging courses. It also allows an employee to assess his or her ability to compete in college before actually entering a degree program. For your company, CLEP can mean a substantial reduction in tuition costs.

CLEP is ideal for adults currently in the work force who are considering returning to college to finish degree work interrupted earlier in their lives or for those thinking of attending college for the first time as part-time students.

Many of America's leading corporations, including _____, have incorporated CLEP into their tuition assistance programs. Their employees have found CLEP to be a key to moving into upper level coursework and, as a result, helping to advance their careers.

Since its inception in 1967, CLEP has attracted highly motivated students and has maintained its reputation for excellence. CLEP tests, which have been endorsed by the American Council of Education for many years, are accepted by over 2,000 colleges across the country, including _____ College.

We hope this brief summary of the program along with the enclosed materials about _____ College and the CLEP fact sheet will interest you in further exploring CLEP for your employees. We will be contacting you shortly to answer any questions you may have and to provide additional information about _____ College and its CLEP policies.

(Letter to companies that do not offer tuition assistance.)

Dear _____:

We are writing to tell you about a program that should be of interest to your company's employees who are thinking about continuing their education on a part-time basis. The College-Level Examination Program (CLEP), a testing program created by the College Board and Educational Testing Service, can offer your employees an expedient and inexpensive way of completing their college credit requirements.

CLEP offers a series of examinations designed to test a student's mastery of selected college-level course materials in a variety of subjects. For qualified students, CLEP provides an opportunity to earn college credit without taking time-consuming, expensive, and potentially unchallenging courses. In many instances, students are able to bypass introductory courses and the accompanying tuition costs.

CLEP is ideal for adults currently in the work force who are considering returning to college to finish degree work interrupted earlier in their lives or for those thinking of attending college for the first time.

Many employees of America's leading corporations, including _____ have taken advantage of CLEP. They have found the program to be a key to moving into upper level coursework, and as a result, helping to advance their careers.

Since its inception in 1967, CLEP has attracted highly motivated students and has maintained its reputation for excellence. CLEP tests, which have been endorsed by the American Council of Education for many years, are accepted by over 2,000 colleges across the country, including _____ College.

We hope this brief summary of CLEP along with the enclosed materials about _____ College and the CLEP fact sheet will interest you in further exploring the program for your employees. We will be contacting you shortly to answer any questions you may have and to provide additional information about _____ College and its CLEP policy.

Thinking about college?

Thinking about going to college on a part-time basis? If so, you are probably concerned about having enough time and money, and also wonder whether you are prepared to enter a college degree program.

You are not alone. Many adults currently employed full-time consider going to college for the first time or returning to college to continue course work interrupted earlier in their lives. They believe that a college degree is essential to advance their careers, and to broaden the opportunities available to them. But many wish to avoid starting at "square one" because time and money are limited.

Now there is a testing program offered by the College Board—the COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)—that can help you get college credit for knowledge you have gained earlier in life, helping to save you time and money. The tests will also help you determine whether you are ready to enter a college degree program.

Here are a few answers to questions most frequently asked about CLEP:

What is CLEP?

Developed by the College Board and the Educational Testing Service, CLEP is a series of examinations designed to test a student's mastery of selected college level course materials in a variety of subjects taught at most colleges. For qualified students, CLEP provides an opportunity to earn college credit without taking time-consuming, expensive and potentially unchallenging courses. Through CLEP students are able to translate their knowledge into college credit allowing them to bypass introductory college classes and accompanying tuition costs for those courses.

Who is eligible for CLEP?

Any person thinking about re-entering a college degree program or who is just beginning college degree work.

Who accepts the CLEP program?

Acceptable scores on CLEP tests will earn you college credit in some 2,000 U.S. colleges and universities. Attached is a list of colleges in your area that accept CLEP.

How much credit can be earned through CLEP?

Colleges that accept CLEP exams generally award from three to six credits for satisfactory scores on one test. Colleges will grant from 30-60 credits depending upon the college policy.

THE COLLEGE BOARD

What are the CLEP tests?

More than 30 examinations are available in a variety of subject areas divided into two basic categories: General Examinations, designed to help you determine whether you have acquired knowledge equivalent to that required of most college students who have completed the liberal arts or general education requirements; and the Subject Exams, which have been designed to correspond to more specific college courses.

How are the CLEP tests constructed?

All the exams are given as 90-minute, multiple choice exams. However, the General English exams may be taken as a combination of multiple-choice and essay.

How are the CLEP tests developed?

CLEP tests, which have been endorsed by the American Council of Education for many years, are developed from surveys of college faculty located across the country who actually teach the courses.

How are CLEP scores reported?

CLEP scores are your property and are not released without your permission. The scores are submitted to colleges or universities of your choosing. Failure to pass a CLEP exam will not be reflected on a college grade transcript or academic record.

What next?

A college education can improve your qualifications for a new job or improve your chances for promotion. It also offers opportunities to be creative, and to meet people with similar interests. A college degree is an investment, and it can be achieved in less time and for less money with CLEP.

Try one of the CLEP General Exams and get an understanding of what you already know. Ask your personnel director or contact the advisors at your local college today and get more facts on how CLEP can help you earn a college degree.

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REACHING OUT TO ADULT STUDENTS: COMPANY ACTIVITIES

Specific tasks companies can undertake to foster participation in the College-Level Examination Program.

- Put up posters about CLEP
- Schedule meetings with employees
- Arrange individual counseling sessions with employees
- Form study groups for employees preparing to take CLEP examinations
- Reimburse employees who take CLEP examinations
- Publish success stories in the company newsletter or other materials

COMPANY ACTIVITIES

In addition to agreeing with colleges and universities to participate in the College-Level Examination Program, there are a number of specific actions that businesses can take to stimulate participation by their employees.

The company can place CLEP posters in convenient locations throughout the company (Training Office, Cafeteria, Personnel Office, etc.) that list the name and number of the person at the company who can provide additional information about CLEP.

Meetings can be scheduled with employees to pass information along to them about CLEP. This could be done by the director of training or director of educational benefits or by having presentations made by various colleges in the area that grant credit for CLEP.

Further, companies can provide individual counseling sessions for employees regarding their higher education plans and the possible value of CLEP.

For students who are seriously preparing for CLEP examinations, the companies might offer study groups and even tutors to assist the employees in preparing for the examinations.

The company might reimburse the employees for the cost of taking the CLEP examinations.

And, finally, the companies can publish success stories about employees who have accelerated their college studies through CLEP and perhaps enhanced their positions within the company as a result.

COLLEGES STAYING IN CONTACT WITH COMPANIES

Colleges should:

- Stay in contact with businesses
- Report on the success of employees on the CLEP examinations and in college studies in general
- Provide answers to questions the company may have
- Encourage companies to provide information about how the program is being received by employees
- Cement an ongoing relationship with the businesses

COLLEGES STAYING IN CONTACT WITH COMPANIES

Colleges are reminded that once they have established a working relationship with one or more businesses in their area they should stay in contact with those businesses.

Reports should be provided to the businesses indicating how students have fared on CLEP examinations, how much credit has been granted, and how students are proceeding toward their degrees or certificates.

Follow-up meetings can be arranged with the companies during which the colleges can present the reports and describe the progress of employees at the college.

On the other hand, companies can indicate to the colleges how the College-Level Examination Program is being received by the employees. If there is more information the employees would like to have before making the decision about enrolling in a particular college or attempting CLEP examinations, the company should pass that information along to the colleges. If the companies do not volunteer this information, the colleges should ask the companies to provide it.

The purpose of a follow-up is to cement the relationship between the college and the business and ensure an ongoing supply of bright adult students for the college and an ongoing service for the company and its employees.

AVAILABILITY OF COLLEGE BOARD ASSISTANCE

College Board Regional Offices can:

- Provide suggested letters and fact sheets concerning CLEP
- Help answer questions concerning CLEP that may be asked by the colleges or businesses or industries
- Share information about techniques in programs established in other areas of the country

AVAILABILITY OF COLLEGE BOARD ASSISTANCE

The College Board Regional Office serving your area is prepared to assist you in work with businesses in your area.

The regional office will provide suggested letters for contact with businesses (similar to the ones enclosed in the workshop materials) as well as fact sheets describing the College-Level Examination Program. In addition, representatives are available to meet with you and businesses to explain the program and answer questions the college itself may not be able to answer.

College Board regional staff are also kept informed of practices employed by colleges and universities in other areas of the country and can make that information available to colleges in their own region, thereby increasing their effectiveness in dealing with businesses.

The addresses, telephone numbers, and names of the appropriate staff to contact in each College Board regional office are indicated on the following page. Those attending this workshop should feel free to contact the regional representative for their region and ask for assistance in undertaking a business campaign.

Middle States (MSRO)

Edward Palmer
Director, Academic Support Services
The College Board
3440 Market Street, Suite 410
Philadelphia, PA 19104
(215) 387-7600

Delaware	New Jersey
Washington, D.C.	New York
Maryland	Pennsylvania

Midwest (MWRO)

Clara Fitzpatrick, Associate Director,
Academic Support Services
The College Board
500 Davis Street
Evanston, IL 60201
(312) 866-1700

Illinois	Minnesota	Ohio
Indiana	Missouri	South Dakota
Iowa	Nebraska	West Virginia
Kansas	North Dakota	Wisconsin
Michigan		

New England (NERO)

Fred Wetzel
Director, Academic Support Services
The College Board
470 Totten Pond Road
Waltham, MA 02154
(617) 890-9150

Connecticut	New Hampshire
Maine	Rhode Island
Massachusetts	Vermont

South (SRO)

Walter Jacobs
Director, Academic Support Services
The College Board
17 Executive Park Drive, N.E., Suite 200
Atlanta, GA 30329
(404) 636-9465

Alabama	Louisiana	South Carolina
Florida	Mississippi	Tennessee
Georgia	North Carolina	Virginia
Kentucky		

Southwest (SWRO)

Paul Williamson
Director, Academic Support Services
The College Board
211 East 7th Street, Suite 922
Austin, TX 78701
(512) 472-0231

Arkansas	Oklahoma
New Mexico	Texas

West (WRO)

Les MacMitchell, Associate Director,
Admissions and Guidance Services
The College Board
2099 Gateway Place, Suite 480
San Jose, CA 95110
(408) 288-6800

Alaska	Hawaii	Oregon
Arizona	Idaho	Utah
California	Montana	Washington
Colorado	Nevada	Wyoming